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ABSTRACT

This presentation addresses three topics: (1) the assessment of professional learning communities in schools; (2) the design and development of professional learning communities in schools; and (3) the effects of professional learning communities in schools. The purpose of this brief document is to share descriptions, processes, and materials designed as part of the authors' research in the area of professional learning communities (PLCs) and engage participants in reflection and discussion. The paper discusses the design and development of PLCs and provides a 5-year project schedule. In an appendix it presents the five dimensions of a PLC: (1) supportive and shared leadership; (2) shared values and vision; (3) collective learning and application of learning; (4) supportive conditions; and (5) shared personal practice. Other appendices contain a "communities of continuous inquiry and improvement research protocol"; a list of PLC dimensions and critical attributes; a PLC organizer matrix; and a PLC assessment instrument. (Contains 14 references.) (WFA)

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Professional Learning Communities: Assessment—Development—Effects.

Kristine Kiefer Hipp
Jane Bumpers Huffman

January 5, 2003

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PROFESSIONAL LEARNING COMMUNITIES:

ASSESSMENT—DEVELOPMENT—EFFECTS

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January 5-8, 2003

EA 032 839

This symposium addresses three topics:

1) The assessment of professional learning communities in schools

2) The design and development of professional learning communities in schools

3) The effects of professional learning communities in schools

Our purpose is to prepare this brief document to share descriptions, processes, and materials designed as part of our research in the area of professional learning communities (PLCs) and engage participants in reflection and discussion.

Professional Learning Communities: Design and Development

The research that undergirds the findings in this book is the final component of a multi-method, five-year study (1995-2000) of the development of PLCs — schools that continuously inquire and seek to improve teaching and learning (see Figure 1).

Figure 1 *Five-Year PLC Project Schedule*

1995-1996 – Phase 1	• Review of the Literature
1996-1997	• Search for PLC schools
1997-1998 – Phase 2	• Training of Co-developers • Selection of Study Sites • *School Professional Staff as Learning Community Questionnaire (SPSLCQ)*
1998-1999	• Continuous training of Co-developers • Initial phone interviews with school principals and teacher representatives • *SPSLCQ*
1999-2000 – Phase 3	• Continuous training of Co-developers • Follow-up interviews with school principals and teacher representatives • On-site interviews of teaching staff in study schools conducted by SEDL staff and Co-developer • *SPSLCQ*

In *Phase 1* (1995-1996), Shirley M. Hord, Senior Research Associate at the Southwest Educational Development Laboratory (SEDL) in Austin TX, conducted an extensive review of the

literature surrounding professional learning communities (PLC) related to schools, businesses and other organizations. As a result of this review, Hord (1997) defined PLC as the professional staff learning together to direct their efforts toward improved student learning and conceptualized five related dimensions that reflected the essence of a PLC: shared and supportive leadership, shared vision and values, collective learning and application, supportive conditions (collegial relationships and structures) and shared personal practice (see Appendix A). During 1996-1997, the SEDL staff searched for schools in her five state region that characterized the above dimensions. Hord found, as others have, that these schools were rare.

In *Phase 2* (1997-1998), Hord initiated *Creating Communities of Continuous Inquiry and Improvement*, a federally funded project to create PLCs, and invited 30 educators from around the nation to participate in this venture. Our role as project Co-developers, external change agents, was to understand the challenge of this undertaking. We shared expertise, developed plans, and created materials that might promote our success in creating PLCs in a variety of K12 contexts. We collected and analyzed data from our study sites, which included: phone interviews (Fall-Spring, 1998-1999), face-to-face interviews with principals and lead teachers from each of the original study sites (Summer, 1999), and the administration of Hord's PLC questionnaire, *School Professional Staff as Learning Community* (SPSLC, 1998-2000). The questionnaire, which was constructed around Hord's five dimensions, was administered three consecutive years to the entire faculty at all school sites.

By *Phase 3* of the project, only 12 schools remained. During the 1999-2000 school year, the final data for this project was collected and analyzed, which included 106 on-site, structured interviews. Our intent was to hear from a representative sample, beyond the principal and lead teacher, who were most committed to the PLC project, and to gain further insight into the implementation. The results from this representative sample produced six schools that exhibited characteristics of many dimensions

of a PLC. It is from these schools that we identified exemplars and non-exemplars (Hipp & Huffman, 2002).

The six high readiness schools were located primarily in the south and Midwest regions of the nation. In their efforts to create PLCs, all schools included in this sample had progressed from the level of initiation to implementation (Fullan, 1990). The schools included elementary, middle, and high school grade levels, as well as a diversity of students in rural, suburban and urban settings. Students in these schools were economically disadvantaged to varying degrees (see Figure 2).

Figure 2 *High Readiness Schools Demographics*

Name of School	Level	Grade levels	Context	Number of Students	Economically Disadvantaged	Number of Interviews
Davis	Primary	PreK-3	Rural	196	63%	12
Lakeland	Elementary	PreK-8	Urban	960	27%	7
Foxdale	Middle School	5-8	Suburban	550	12%	13
Northland	Elementary	K-5	Suburban	537	59%	16
Glen Rock	High School	9-12	Rural	410	22%	7
Kennedy	Middle School	6-8	Suburban	971	87%	9

The 64 interviews from the six study schools (see Appendix B for interview protocol) were conducted on-site and analyzed using Hord's five dimensions. Although these dimensions may appear preconceived and suggest a deterministic approach, this system of data collection and analysis seemed rational since these schools were intentional in their efforts to apply these dimensions and to initiate and work toward the development of a PLC. A research team analyzed the interviews using a variety of related indicators to examine and substantiate the thoroughness of Hord's five-dimensional model. Themes were identified that now serve as the critical attributes of each dimension (see Appendix C).

The success of any innovation and change in schools is dependent how well staff can sustain their efforts and embed them into the culture of their school. If new approaches are viewed as short term or quick fixes to perceived problems, the impact will be superficial, confined to a few participants, and generally ineffective. Thus the question remains, "How do schools maintain momentum and long-term success in the change process." Fullan (1990) identified three phases of change: initiation, implementation and institutionalization. Staffs that prevail usually move to the *institutionalization phase*, where the change initiative becomes embedded into the culture of the school. Guided by a shared vision the school community is committed and accountable for student learning. They do so by identifying and solving problems amid a climate that invites risk and therefore continual refocusing. Institutionalization is the phase of change that has not been addressed by the vast majority of schools in their improvement efforts. This omission is reported in our research as well. Our belief is that institutionalization across the five PLC dimensions is essential for schools to engage in sustained improvement and for continuous learning to occur.

An Expanded Approach to Creating PLCs

In *Documenting and Examining Practices in Creating Learning Communities* (Hipp & Huffman, 2002), we reported exemplars and non-exemplars that promote or hinder school efforts under each of the five dimensions of a PLC. These interviews finalized a three-year period as schools moved deeper into creating a culture reflecting a PLC. The analysis of data resulted in our Professional Learning Communities Organizer (PLCO) (see Appendix D), which incorporated the Hord and Fullan models (Huffman & Hipp, 2003). For each dimension we reported themes gleaned from the interview data as critical attributes, moving in a progression from initiation to implementation, and less often, to institutionalization, reflecting the growth in schools seeking to become PLCs.

Moreover, as we examined this final set of interviews, we conceptualized Hord's five dimensions in a new light. First, we saw a critical link between *collective learning and application* and

shared personal practice that could not be separated and therefore, should be placed together in this "non-sequential" set of attributes. Secondly, as the critical attributes emerged throughout these interviews, they logically fell on a continuum, reflecting evidence at the levels of initiation, implementation and institutionalization. Thirdly, we viewed *supportive conditions* encompassing all four dimensions, much like the way Peter Senge views the discipline of *systems thinking*, the fifth discipline (Senge, 1990). We feel that without a climate of trust and respect, and structures that promote continual learning, it is impossible to build a professional learning community.

Effects in Schools

As we developed the Professional Learning Community Organizer (PLCO), we envisioned a structure that could be used by school personnel and administrator preparation instructors and students to dialogue about developing professional learning communities. As mentioned earlier we combined the re-conceptualization of Hord's model with Fullan's phases of development to produce an organizer that not only included the internal school administrator and teacher interactions, but also the external relationships and support needed from the central office, parents, and community members. We also noted these actions developed sequentially ranging from initiation efforts through implementation concerns, which resulted in institutionalization of the change initiative. We found the complex interaction of these elements in many schools, and eventually in all situations, contributes to student learning and school improvement.

In analyzing each dimension, we found critical attributes that specifically addressed the three phases of school development, initiation, implementation, and institutionalization. Beginning with *Shared and Supportive Leadership*, there were three critical attributes: nurturing leadership among staff; shared power, authority and responsibility; and broad-based decision-making for commitment and accountability. This dimension affected all the others as it served to guide the creation and delivery of

the school's important decisions. This dimension addressed whether the principal was the sole leader, or whether teacher leadership was in place, thus determining how decisions were made and carried out.

The second dimension, *Shared Values and Vision*, included four critical attributes: espoused values and norms; focus on students, high expectations; and shared vision guides teaching and learning. In schools at the institutionalization phase, we found commitment to student learning evident. This commitment was based on the inculcation of lived values and expressed school norms.

The third and fourth dimensions were re-conceptualized and found to be closely interrelated. *Collective Learning and Application*, the third dimension, included five critical attributes: shared information and dialogue; collaboration and problem solving; and application of knowledge, skills, and strategies. As teachers shared information and developed processes whereby they could work collaboratively, they became more successful in applying strategies that worked well for students. The fourth dimension, *Shared Personal Practice*, extended this process by allowing and encouraging teachers to interact, provide feedback, and share results of student learning experiences. The critical attributes in this dimension include: observation and encouragement; shared outcomes of new practice and provide feedback; and analysis of student work and related practices.

The fifth dimension, *Supportive Conditions*, impacted all the earlier dimensions. This dimension provided the springboard for creating PLCs, while also supporting and sustaining commitment. The critical attributes fall into two categories, collegial relationships and structures. Collegial relationships include five critical attributes: caring relationships; trust and respect, recognition and celebration; risk taking and a unified effort to embed change. Structures include three critical attributes: resources; facilities; and communication systems, which appear to varying degrees along the three phases of development. Added to the PLCO was the supportive base that included External Relationships and Support. This foundation includes central office, parents, and community members. We found the

schools that were functioning at the institutional phase had these support systems firmly in place, which were deemed essential elements for school learning and school improvement.

Professional Learning Community Assessment

The *Professional Learning Community Assessment (PLCA)* (see Appendix E) was designed to assess perceptions about the school's principal, staff, and stakeholders (parents and community members) based on the five dimensions of a professional learning community and the critical attributes (Olivier, Hipp & Huffman, 2003). The questionnaire contains statements about practices, which occur at the school level. This measure serves as a descriptive tool of those practices observed at the school level relating to shared and supportive leadership, shared values and vision, collective learning and application, shared personal practice, and supportive conditions, both relationships and structures.

Internal consistency reliability and construct validity are currently in process. This newly developed assessment is currently being field tested with staff in several schools across the country. From these individuals, staff responses will be collected and an analysis conducted in order to enhance and strengthen the current database. An Expert Study was also conducted in order to determine the importance and relevance of each instrument item. Educators are familiar with PLC literature and application included principals, assistant principals, teachers, central office staff, regional educational service center personnel, and university faculty members. These experts reviewed each item and rated the item as high, medium, or low in terms of relevance to the overall assessment. Findings will be reported when available.

After the completion of the field test, the PLCA instrument is expected to be available for dissemination and use by educators as an assessment tool that assesses practices observed at the school level relating to the five dimensions of a professional learning community and the critical attributes.

Conclusions

This research speaks to the heart of educational reform for the 21st century, and reveals findings for a new approach for school improvement that involves the entire professional staff in continuous learning and collaboration. Our work provides detailed information about the professional learning community dimensions and how school staffs operate as PLCs. Schools involved in sincere efforts to broaden the base of leadership to include teachers and administrators, to define shared vision based on student learning, and to provide a culture of continual support, will make great strides in becoming learning organizations and addressing critical student needs.

Building a professional learning community is a journey as evidenced by the time and energy exerted to move schools from one phase to the next. Some schools move along in their efforts at a steady pace, while others seem to stall and proceed without re-culturing (Fullan, 2000). Because each school context is unique, there is no absolute recipe for change. As such, we perceive our current model (PLCO) as fluid, continually changing as school staffs illuminate the struggles involved in both creating and sustaining PLCs. Nonetheless, through our research we have found strategies and efforts that can guide in fostering cultures that systematically address school improvement and student learning. To move to institutionalization, change cannot be individual and fragmented, but must be collaborative and embedded within the day-to-day work to address the needs of students (Louis & Marks, 1996). To meet the diverse needs of students requires a change of attitudes and habits of action; thus change involves learning. People need to develop a capacity to adapt to a variety of complex environments. In fact, Davis (2002) maintains the notion that community development is not an achievement or event, it is an *undertaking*. This undertaking requires resources, leadership, and continuous support to succeed throughout the entire school community.

Beyond dispute, the preparation of school administrators is key. Educational administration programs need to prepare potential school leaders to move beyond issues of management, and provide

practical experiences that focus on relationships and learning outcomes. These programs must teach future administrators how to facilitate school change centered on student and teacher learning. Specifically, leadership preparation programs must guide potential leaders in the following: establishing collaborative decision-making, developing a shared vision, aligning the energies of diverse groups of people, supporting the interdependency of individuals in the organization, and providing opportunities for sharing learning among staff.

Principals can make a difference in student learning by improving the conditions for learning by: influencing internal school processes, providing support, engaging teachers to fully participate in decision-making, and developing a shared sense of responsibility. A principal's most significant affect on student learning comes through his/her efforts to establish a vision of the school and develop goals related to the accomplishment of the vision. Sharing leadership and aligning people to a vision is crucial and leads to a "leadership-centered culture. . .the ultimate act of leadership" (Kotter, 1990, p. 11).

"Organizations learn only through individuals who learn" (Senge, 1990, p. 139). Therefore, school leaders must establish conditions that encourage new ways of thinking and interacting to build capacity and school-wide commitment to a shared vision. Learning evolves and must engage and nurture interdependent thinking in an environment where all people are connected and valued. "The organizations that will truly excel in the future will be the organizations that discover how to tap people's commitment and capacity to learn at all levels in an organization" (Senge, 1990, p. 4). Finally, school administrators need to expand their paradigms of leadership. As Lambert (1998) stated in her book, *Building Leadership Capacity in Schools,*

> School leadership needs to be a broad concept that is separated from person, role, and a discreet set of individual behaviors. It needs to be embedded in the school community as a whole. Such a broadening of the concept of leadership suggests shared responsibility for a shared purpose of community. (p. 5)

…or, as Rost (1993) proposed that leadership is "an influence relationship among leaders and followers who intend real changes that reflects their mutual purposes" (p. 102). The challenge for school leaders in this millennium is to guide their school communities from concept to capability – a capability that is self-sustaining and that will institutionalize reform - *A New Approach.* Our goal for this symposium was to offer a brief description of the design and development of a PLC project; to illustrate findings from schools purposefully focused on creating PLCs; and to provide readers with an assessment tool that captures what we have found, thus far, to be the essence of a PLC.

***Note to readers: Information in this paper is derived from prior publications of the authors and a forthcoming book entitled, *Reculturing Schools as Professional Learning Communities*, to be published by Scarecrow Press in 2003.**

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APPENDIX A

Dimensions of a Professional Learning Community

1. ***Supportive and shared leadership***: School administrators participate democratically with teachers by sharing power, authority, and decision-making, and promoting and nurturing leadership among staff.
2. ***Shared values and vision***: Staff shares visions for school improvement that have an undeviating focus on student learning. Shared values support norms of behavior that guide decisions about teaching and learning.
3. ***Collective learning and application of learning***: Staff at all levels of the school share information and work collaboratively to plan, solve problems and improve learning opportunities. Together they seek knowledge, skills and strategies and apply this new learning to their work.
4. ***Supportive conditions:*** *Collegial relationships* include respect, trust, norms of critical inquiry and improvement, and positive, caring relationships among students, teachers and administrators. *Structures* include a variety of conditions such as size of the school, proximity of staff to one another, communication systems, and the time and space for staff to meet and examine current practices.
5. ***Shared personal practice****:* Peers visit with and observe one another to offer encouragement and to provide feedback on instructional practices to assist in student achievement and increase individual and organizational capacity.

Source: Hipp, K. A., & Huffman, J. B. (2001) modified from Hord, S. M. (1997a). *Professional learning communities: Communities of continuous inquiry and improvement.* Austin, TX: Southwest Educational Development Laboratory.

APPENDIX B

Communities of Continuous Inquiry and Improvement
Research Protocol

Supportive & Shared Leadership:
Our intent is to find out what they think leadership is and if and how widely leadership is shared among administrators and teachers- ask for evidence that supports their comments.
Tell me about leadership in this school.

Use these probes:

- Who are the leaders?
- What do they do that makes them a leader?
- Is leadership shared? If so, how?
- Tell me how decisions get made. About what? By whom? etc.
- How did this decision-making process come about? By whom?
- Give example on how a school decision was made recently.

Is this different from the past? If so, who or what has made it different?

Shared Values & Vision:
Our intent is to find out the values behind the vision, who was involved in creating the vision, and who believes in it- ask for evidence that supports their comments.
Tell me what the staff would say is important about the work they do here.

Use these probes:

- How do you know?
- How is it reflected in the school?
- In the classroom?
- With students?

Tell me about the school's vision of improvement.

- What process did the school use to create a vision?
- Who decided on this vision? How does the staff feel about it?
- How is the vision communicated? Externally? Internally?
- How is the vision reflected in the school activities and operation?

Is this different from the past? If so, who or what has made it different?

Collective Learning & Application:
Our intent is to find out if all of the staff members come together to reflect on their work for students and learn from each other in substantive dialogue- ask for evidence that supports their comments.
Tell me about how the staff comes together to learn.
Use these probes:

- How many of the staff comes together to learn?
- When? How often? About what?

- How do staff members determine what they want to learn?
- Tell me about how the staff uses what they learn.

Is this different from the past? If so, who or what has made it different?

Supportive Conditions:

Tell me about conditions in the school that support teachers' work together.

Our intent is to find out what is in place- ***structures*** (for example time and space for staff to meet) and ***relationships*** the staff has with each other that support teachers work together- ask for evidence that supports their comments.

Use these probes:

- What structures support collective learning?
- How do staff members communicate with each other?
- How do they communicate with people outside of the school?
- When do teachers have time to collaborate?
- What resources are available to support teachers learning together?
- How do staff members work with each other? Cooperate? Support?
- Who are the staff members that motivate and inspire?

Is this different from the past? If so, who or what has made it different?

Shared Personal Practice (Peers Sharing with Peers):

Tell me about any situations in which the staff shares their practice and solicits feedback from each other to improve their teaching (i.e., classroom observation, examining student work).

Our intent is to find out if the staff is sharing their work with each other and then giving relevant feedback that will improve teacher practice- ask for evidence that supports their comments.

Use these probes:

- Do teachers go into each other's classrooms to observe them at work with students?
- Do teachers work together to examine student work?
- Do they give substantive feedback to each other on their observations or on student work?
- How do you know what to look for in giving peer review and feedback?
- How did these processes come about? Who initiates it?
- How are they integrated into the school schedule?

Is this different from the past? If so, who or what has made it different?

APPENDIX C

PLC Dimensions and Critical Attributes

- **Shared and Supportive Leadership**
  - Nurturing leadership among staff
  - Shared power, authority and responsibility
  - Broad-based decision-making that reflects commitment and accountability

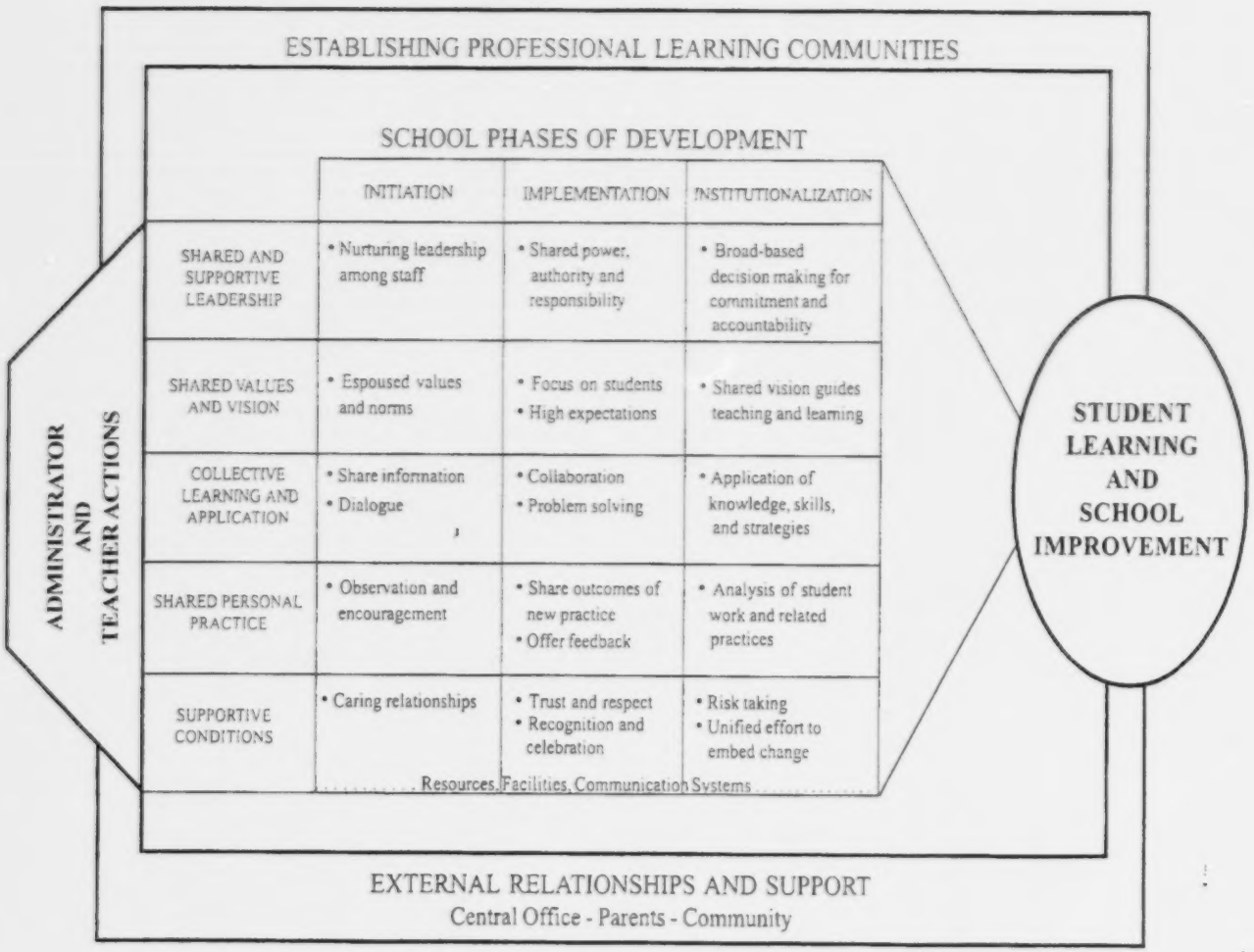
- **Shared Values and Vision**
  - Espoused values and norms
  - Focus on student learning
  - High expectations
  - Shared vision guides teaching and learning

- **Collective Learning and Application**
  - Sharing information
  - Seeking new knowledge, skills and strategies
  - Working collaboratively to plan, solve problems and improve learning opportunities

- **Shared Personal Practice**
  - Peer observations to offer knowledge, skills and encouragement
  - Feedback to improve instructional practices
  - Sharing outcomes of instructional practices
  - Coaching and mentoring

- **Supportive Conditions**
  - Relationships
    - Caring relationships
    - Trust and respect
    - Recognition and celebration
    - Risk-taking
    - Unified effort to embed change
  - Structures
    - Resources (time, money, materials, people)
    - Facilities
    - Communication systems

Professional Learning Community Organizer


ESTABLISHING PROFESSIONAL LEARNING COMMUNITIES
SCHOOL PHASES OF DEVELOPMENT
INITIATION
IMPLEMENTATION
INSTITUTIONALIZATION
SHARED AND SUPPORTIVE LEADERSHIP
• Nurturing leadership among staff
• Shared power, authority and responsibility
• Broad-based decision making for commitment and accountability
SHARED VALUES AND VISION
• Espoused values and norms
• Focus on students
• High expectations
• Shared vision guides teaching and learning
COLLECTIVE LEARNING AND APPLICATION
• Share information
• Dialogue
• Collaboration
• Problem solving
• Application of knowledge, skills, and strategies
SHARED PERSONAL PRACTICE
• Observation and encouragement
• Share outcomes of new practice
• Offer feedback
• Analysis of student work and related practices
SUPPORTIVE CONDITIONS
• Caring relationships
• Trust and respect
• Recognition and celebration
• Risk taking
• Unified effort to embed change
Resources, Facilities, Communication Systems
ADMINISTRATOR AND TEACHER ACTIONS
STUDENT LEARNING AND SCHOOL IMPROVEMENT
EXTERNAL RELATIONSHIPS AND SUPPORT
Central Office - Parents - Community

Source: Huffman, J. B. and Hipp, K. K. (2003). Professional learning community organizer in J. B. Huffman & K. K. Hipp (Eds.), Professional learning communities: Initiation to Implementation (in-press). Lanham, MD: Scarecrow Press.

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APPENDIX E

Professional Learning Communities Assessment

Directions:
This questionnaire assesses your perceptions about your principal, staff, and stakeholders based on the five dimensions of a professional learning community (PLC) and related attributes. There are no right or wrong responses. This questionnaire contains a number of statements about practices, which occur in some schools. Read each statement and then use the scale below to select the scale point that best reflects your personal degree of agreement with the statement. Shade the appropriate oval provided to the right of each statement. Be certain to select only one response for each statement.

Key Terms:
- # Principal = Principal, not Associate or Assistant Principal
- # Staff = All adult staff directly associated with curriculum, instruction, and assessment of students
- # Stakeholders = Parents and community members

Scale: 1 = Strongly Disagree (SD)
2 = Disagree (D)
3 = Agree (A)
4 = Strongly Agree (SA)

STATEMENTS		SCALE			
	Shared and Supportive Leadership	**SD**	**D**	**A**	**SA**
1.	The staff is consistently involved in discussing and making decisions about most school issues.	0	0	0	0
2.	The principal incorporates advice from staff to make decisions.	0	0	0	0
3.	The staff have accessibility to key information.	0	0	0	0
4.	The principal is proactive and addresses areas where support is needed.	0	0	0	0
5.	Opportunities are provided for staff to initiate change.	0	0	0	0
6.	The principal shares responsibility and rewards for innovative actions.	0	0	0	0
7.	The principal participates democratically with staff sharing power and authority.	0	0	0	0
8.	Leadership is promoted and nurtured among staff.	0	0	0	0
9.	Decision-making takes place through committees and communication across grade and subject areas.	0	0	0	0
10.	Stakeholders assume shared responsibility and accountability for student learning without evidence of imposed power and authority.	0	0	0	0

	STATEMENTS	SCALE			
	Shared Values and Vision	**SD**	**D**	**A**	**SA**
11.	A collaborative process exists for developing a shared sense of values among staff.	0	0	0	0
12.	Shared values support norms of behavior that guide decisions about teaching and learning.	0	0	0	0
13.	The staff share visions for school improvement that have an undeviating focus on student learning.	0	0	0	0
14.	Decisions are made in alignment with the school=s values and vision.	0	0	0	0
15.	A collaborative process exists for developing a shared vision among staff.	0	0	0	0
16.	School goals focus on student learning beyond test scores and grades.	0	0	0	0
17.	Policies and programs are aligned to the school=s vision.	0	0	0	0
18.	Stakeholders are actively involved in creating high expectations that serve to increase student achievement.	0	0	0	0
	Collective Learning and Application	**SD**	**D**	**A**	**SA**
19.	The staff work together to seek knowledge, skills and strategies and apply this new learning to their work.	0	0	0	0
20.	Collegial relationships exist among staff that reflect commitment to school improvement efforts.	0	0	0	0
21.	The staff plan and work together to search for solutions to address diverse student needs.	0	0	0	0
22.	A variety of opportunities and structures exist for collective learning through open dialogue.	0	0	0	0
23.	The staff engage in dialogue that reflects a respect for diverse ideas that lead to continued inquiry.	0	0	0	0
24.	Professional development focuses on teaching and learning.	0	0	0	0
25.	School staff and stakeholders learn together and apply new knowledge to solve problems.	0	0	0	0
26.	School staff is committed to programs that enhance learning.	0	0	0	0
	Shared Personal Practice	**SD**	**D**	**A**	**SA**
27.	Opportunities exist for staff to observe peers and offer encouragement.	0	0	0	0
28.	The staff provide feedback to peers related to instructional practices.	0	0	0	0
29.	The staff informally share ideas and suggestions for improving student learning.	0	0	0	0

	STATEMENTS	SCALE			
		SD	D	A	SA
30.	The staff collaboratively review student work to share and improve instructional practices.	0	0	0	0
31.	Opportunities exist for coaching and mentoring.	0	0	0	0
32.	Individuals and teams have the opportunity to apply learning and share the results of their practices.	0	0	0	0
	Supportive Conditions - Relationships	**SD**	**D**	**A**	**SA**
33.	Caring relationships exist among staff and students that are built on trust and respect.	0	0	0	0
34.	A culture of trust and respect exists for taking risks.	0	0	0	0
35.	Outstanding achievement is recognized and celebrated regularly in our school.	0	0	0	0
36.	School staff and stakeholders exhibit a sustained and unified effort to embed change into the culture of the school.	0	0	0	0
	Supportive Conditions - Structures	**SD**	**D**	**A**	**SA**
37.	Time is provided to facilitate collaborative work.	0	0	0	0
38.	The school schedule promotes collective learning and shared practice.	0	0	0	0
39.	Fiscal resources are available for professional development.	0	0	0	0
40.	Appropriate technology and instructional materials are available to staff.	0	0	0	0
41.	Resource people provide expertise and support for continuous learning.	0	0	0	0
42.	The school facility is clean, attractive and inviting.	0	0	0	0
43.	The proximity of grade level and department personnel allows for ease in collaborating with colleagues.	0	0	0	0
44.	Communication systems promote a flow of information among staff.	0	0	0	0
45.	Communication systems promote a flow of information across the entire school community including: central office personnel, parents, and community members.	0	0	0	0

Olivier, D. F., Hipp, K. K., & Huffman, J. B. (2003). Professional learning community assessment.

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